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A SURVEY OF THE PROFESSIONAL PREPARATION OF WOMEN
FOR COACHING INTERSCHOLASTIC ATHLETICS FOR GIRLS IN NORTH DAKOTA

By

JULIE ANN SCHAUER

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in
Physical Education
South Dakota State University

1971

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A SURVEY OF THE PROFESSIONAL PREPARATION OF WOMEN

FOR COACHING INTERSCHOLASTIC ATHLETICS FOR GIRLS IN NORTH DAKOTA

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Advisor

Date

Head, Department of Health, Date
Physical Education and
Recreation

ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation and thanks to her advisor Professor Glenn E. Robinson for his patience, encouragement, kindness and assistance in the completion of this thesis. The writer also wishes to thank Mr. Robinson for his inspiration and devotion to the field of Physical Education and his beneficial effect and impression upon the writer.

The writer also wishes to thank her husband Jim for his encouragement, time, effort, patience, trust and faith in the writer's ability, and allowing her the freedom and time to complete this thesis.

J.A.S.

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CHAPTER I

INTRODUCTION

There is presently a movement in the United States to require that female athletes engaged in interscholastic athletics be coached by women coaches. This movement is sponsored by the Division for Girls' and Women's Sports of the American Association for Health, Physical Education and Recreation. In a publication, Competition for Girls and Women, published in September, 1965 by the Division for Girls' and Women's Sports it is stated:

The interscholastic program should be directed, coached and officiated by qualified women whenever and wherever possible. No program should be expanded beyond the ability of the Girls' Department to direct it.¹

Athletic competition on the state level for girls in North Dakota has been in effect for the past five years. Interscholastic activities include Track and Field, Golf, Tennis and Gymnastics. At the present time there is a limited number of women coaches in the state with most of the competitive sports being coached by men in their respective schools.

The writer has been a physical education teacher for the past six years, and with the advent of interscholastic competition for girls on the secondary school level, felt compelled to establish and conduct a competitive program in her school. Having had girls compete

¹"D.W.G.S. Statement on Competition for Girls and Women," Journal of Health, Physical Education and Recreation, 37:35, September, 1965.

athletically on the state level and having met and visited with other women coaches throughout the state, the writer became most interested in the qualifications of and in the undergraduate curricula which prepare women to coach competitive athletics.

Statement of the Problem

The purpose of this study was to determine the status of and the professional preparation of women who coach interscholastic athletics for girls in North Dakota.

Significance of the Study

Until 1966 interscholastic competition for girls was unheard of in North Dakota. In May of 1966 the first Girls' State Track Meet was held. The meet was sponsored and sanctioned by the North Dakota High Schools Activities Association with approximately thirty high schools participating. Since 1966 the high school programs have been expanded to include gymnastic, golf and tennis. In the spring of 1970 there were approximately one hundred and seventy-three schools out of the two hundred and seventy-nine member schools of the North Dakota High School Activities Association schools who now have athletic programs for girls. This increase in interest and the number of sports necessitated additions to the coaching staffs and the desirability to have professionally prepared women coaching and directing the girls' program.

As of this writing, there are no specified requirements for women faculty members to complete which certifies them to coach competitive athletics for girls in the State of North Dakota.

In discussing qualifications of a coach, Schafer states the following: "Last, but not least, you must be a professional person with a sound educational background."²

The writer felt, that in order to be fully prepared and to have a sound educational background in coaching, women must be provided the opportunity of becoming more professionally prepared in the many and diversified aspects of coaching. The writer hopes the results of this study will be beneficial to teacher training institutions in establishing sound educational programs in preparing women to coach competitive athletics for girls by determining areas which need to be strengthened in the professional preparation of women interscholastic coaches.

Limitations and Delimitations of the Study

The following limitations and delimitations were observed in this study:

1. Only opinions of women coaches in Class A and Class B secondary schools who are members of the High School Activities Association in the State of North Dakota were studied.
2. The questionnaire technique using the broad survey design was employed to obtain data.

Definition of Terms

Class A. School. These schools are designated by the North Dakota High School Activities Association as being of Class A rank. Rank is determined by enrollment. Class A schools have an enrollment of more

²R. C. Schafer, "Definition of a Coach," Clearing House, 37:413, November, 1962.

than 300 students enrolled in grades nine through twelve.

Class B School. These schools are designated by the North Dakota High School Activities Association as being of Class B rank. Rank is determined by enrollment. Class B schools have an enrollment of less than 300 students enrolled in grades nine through twelve.

CHAPTER II

REVIEW OF RELATED LITERATURE

The information presented in this chapter was obtained from a search of the literature which pertains to athletic competition for girls' and women, also articles and studies containing statements on coaching qualifications of men, which have been related to coaching qualifications and the professional preparation of women, and articles which relate to curriculum development.

There has been little research completed in the area of competitive athletics for girls' and women. The American Association for Health, Physical Education and Recreation has indicated that this is an area in which research is needed.¹

Literature Related to the Role and Responsibility of the Coach

Ashenfelter believes that a coach's main responsibility is to get the maximal mental and physical performance out of his charges.² Esslinger states that "the coach must know how to prevent injuries, to recognize and evaluate injuries, and to follow the proper course of action when they occur."³ He also feels that a coach must possess

¹"Areas in Which Research is Needed," Journal of Health, Physical Education and Recreation, 55:79, January, 1965.

²John Ashenfelter, "One Coach's Philosophy of Coaching," Journal of Health, Physical Education and Recreation, 36:22, February, 1965.

³Arthur Esslinger, "Certification of High School Coaches," Journal of Health, Physical Education and Recreation, 39:42-45, October, 1968.

such qualities as a positive attitude, pride in his athletes, the ability to exert his authority firmly, and he is responsible for creating and maintaining discipline and desire through hard work, goal setting and enthusiasm. In addition, he discussed the significance of understanding the fundamental kinesiology and physiological principles such as circulatory and respiratory adjustments, environmental aspects, metabolism and exercise and the effects of drugs.⁴ Schafer states that a coach has more influence on the athlete than any other adult.⁵

Shirley in his article published in the May 1966 issue of the Journal for Health, Physical Education and Recreation, states the qualities essential for a good coach. They are as follows:

1. A coach is first and foremost a teacher...educationally prepared for his job.
2. A coach has a true love for his sport.
3. A coach is aware of the physical and mental needs of his players...He takes immediate action to fulfill these needs by proper conditioning for the sport.
4. A coach commands respect from all persons with him and his sport.⁶

Bucher states the following as the four qualifications that stand out in any good educational coach:

1. The ability to teach the fundamentals and strategies of his sport; he must be a good teacher.
2. An understanding of the boy who is a player. The coach needs to understand how a youth functions at his particular level of development--with full appreciation of skeletal growth, muscular development, and physical and emotional limitations.

⁴Ibid.

⁵R. C. Schafer, "Definition of a Coach," Clearing House 37:413, November, 1962.

⁶Dallas J. Shirley, "Profile of an Ideal Coach," Journal of Health Physical Education and Recreation, 37:37, May, 1966.

3. An understanding of the game he coaches. Thorough knowledge of techniques, rules, and similar information is basic.

4. A desirable personality and character. Patience, understanding, kindness, honesty, sportsmanship, sense of right and wrong, courage, cheerfulness, affection, humor, energy, and enthusiasm are imperative, since the youngsters will be idolizing and emulating his every move.⁷

The Division of Girls' and Women's Sports of the American Association of Health, Physical Education and Recreation in discussing the coach, made the following statement: "Other things being equal, a woman should be the leader of girls, for she is by nature better equipped to understand their individual needs than a man."⁸

Pirnie in her study found that the majority of female athletes surveyed would prefer to discuss personal health, emotional and social problems with a woman coach.⁹ Bowen indicated that men served as coaches because they felt that there were no women capable or willing to serve, and because most men knew more about the sports they coach and are, therefore, better qualified to coach intensive competition.¹⁰

⁷Charles A. Bucher, Administration of School and College Health and Physical Education Programs (St. Louis: C. V. Mosby Co., 1967), p. 602.

⁸American Association for Health, Physical Education and Recreation, Division of Girls' and Women's Sports, Standards in Sports for Girls and Women, (Washington: A. A. H. P. E. R., 1958).

⁹Karen E. Pirnie, "A Survey of the Current Attitudes of the Participating Athletes During the Girls' Week of the 6th Annual International Peace Gardens Track and Field Camp Concerning the Role of Female Coaches in Track and Field." (unpublished Master's Thesis, University of Manitoba, Canada, 1969), p. 36.

¹⁰Robert Bowen, "A Man Looks at Girls' Sports," Journal of Health Physical Education and Recreation 38:43, December, 1967.

The reason for the dominance of men coaches in girls' and women's competitive sports as stated by Bowen is:

Men have gained their greatest satisfaction, in many instances, from working with the superior performer and have turned the greater portion of their energy in this direction, while women have devoted most of their time to the mass groups of average and below average performers frequently to the exclusion of effectively teaching the smaller superior group.¹¹

Bowen suggested that women need the help and cooperation of qualified men as few women are adequately trained to coach highly skilled performers. Bowen also stated that "for many years still, there will exist a need to recognize that women leaders can benefit from cooperation with men experienced in the preparation of the superior athlete."¹²

Hartman related the reasons why so many men are coaching girls and women to the law of supply and demand. The author felt that girls want and deserve an opportunity to play and to be coached so that they may improve their play. Hartman also states that "the supply of women capable of coaching a sports team is low, while there are a comparatively large number of men available for this work."¹³

Pirnie found that the majority of athletes surveyed believed that a male coach is willing to spend more time in coaching athletics than a female coach, and a male coach has had more specialized preparation in the track and field events.¹⁴

¹¹Ibid. p. 42.

¹²Ibid. p. 43.

¹³Betty Hartman, "Training Women to Coach," Journal of Health, Physical Education and Recreation, 39:25, January, 1968.

¹⁴Pirnie, loc. cit. p. 37.

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¹¹Ibid. p. 42.

¹²Ibid. p. 43.

¹³Betty Hartman, "Training Women to Coach," Journal of Health, Physical Education and Recreation, 39:25, January, 1968.

¹⁴Pirnie, loc. cit. p. 37.

Bevens states that women will have to assume leadership roles at the school, league, section and state level, along with the men, if they want to have control of their programs. Women must begin now preparing themselves to teach, coach and officiate the highly skilled girl.¹⁵

Professional Preparation

Esslinger in his article "Certification of High School Coaches" states:

The major problem confronting interscholastic athletics in the United States is the fact that approximately one-fourth of all head coaches of junior and senior high school teams have had no professional preparation for such a responsibility. Their sole qualification is their participation.¹⁶

The Educational Policies Commission of the National Education Association and the American Association of School Administrators in its article "School Athletics" states:

Some of the serious problems in interscholastic athletics stems from the employment of personnel who are poorly qualified to teach in this important area of the curriculum. To be educationally successful, the coach needs far more than a technical knowledge of the game...an understanding of child growth and development, the purposes and principles of teaching and learning, and other knowledges, understandings, attitudes, and appreciations that characterize competent teachers.¹⁷

The American Association for Health, Physical Education and Recreation's Division of Men's Athletics has long been aware that many

¹⁵Bonnie Jo Bevans, "The Future of Interscholastic Sports for Girls," Journal of Health, Physical Education and Recreation 38:40, March, 1968.

¹⁶Esslinger, loc. cit. p. 42.

¹⁷Educational Policies Commission of the N. E. A. and the American Association of School Administrator, "School Athletics", Journal of Health, Physical Education and Recreation 25:21, March, 1954.

coaches are not adequately prepared for coaching assignments. A Task Force on Certification of High School Coaches was formed, and out of their proceedings developed a program which, if required for certification, would greatly improve coaching and interscholastic athletics. The course and course outlines of the Task Force are as follows:

Medical Aspects of Coaching

1. Medical Aspects
2. Protective Equipment and Facilities
3. Training
4. Injuries
5. Medical and Safety Problems
6. In-Service Training--Care of the Athlete
7. Medical Research Related to Athletics

Principles and Problems of Coaching

1. Personal Relationships
2. Organization
3. Important considerations

Theory and Techniques of Coaching

1. Educational Implications of the Sport

Kinesiological Foundations of Coaching

1. Anatomical Factors
2. Mechanics of Movement

Physiological Foundations of Coaching

1. Physiological Factors
2. Exercise Physiology Factors¹⁸

The University of California, Santa Barbara, stimulated by Esslinger's article has initiated a new program, the coaching minor under the department of physical activities. The design of the program was such that it in no way diluted the efforts of the physical education department; but rather supplements it. Participants have the added advantage of formal training for coaching. The coaching minor provides for the

¹⁸Esslinger, loc. cit. pp. 43-44.

needs of both men and women. Under the plan, a minimum of thirty quarter units are required and the remaining twelve may be selected from related courses offered by the department. The courses, with units indicated in parenthesis are as follows:

Foundations of Athletics--Problems Related to Athletics (2)
 Foundations of Athletics--Problems Related to Athletics (2)
 Foundations of Athletics--Problems Related to Sports Psychology (2)
 Medical Aspects of Athletics (3)
 Practicum in Physical Activities (3)¹⁹

Florida State University has begun "a coaching education minor."

The subjects included are care and prevention of injuries, administration of interscholastic athletics, principles and problems of coaching (mainly the psychology of coaching), and sports officiating. In addition, the student must choose at least two coaching methods courses from the following: football, basketball, baseball, track, wrestling, gymnastics and swimming.²⁰

Frost states in his article that many High School Activities Associations and several of the State Coaches Associations have become interested in the problem of certification of coaches. They generally agree that some special preparation is necessary if our coaches are to be the best we can produce.²¹

Frost further states that professional preparation programs should

¹⁹Arthur J. Gallon, "The Coaching Minor," Journal of Health, Physical Education and Recreation 40:48, April, 1969.

²⁰Don Veller, "A New Minor for a Major Profession," Journal of Health, Physical Education and Recreation, 38:33, April, 1967.

²¹R. B. Frost, "Recent Trends in Certification of Men Physical Education Teachers and Coaches," (unpublished report, Springfield College, 1965), p. 6.

provide for the development of the following special competencies over and above those required for standard teacher certification.

1. An understanding of the relationship of the interscholastic athletic program and the particular sport they are coaching to the total education program.

2. A knowledge of first aid and the safety practices and techniques pertinent to the sport they are coaching.

3. An understanding of the possibilities of legal liability as well as sound practices and preventive measures.

4. A thorough knowledge and understanding of the biological, social, moral, emotional and spiritual values which may accrue from the activity and the best methods of bringing about these desirable outcomes.

5. A knowledge of the most accepted principles of growth and development and their implications for the sport.

6. An understanding of the best methods of developing and conditioning members of athletic squads.

7. A knowledge of the basic principles in the care and prevention of injuries together with an understanding of the proper relationship of the coach to the school or team physician.

8. The ability to speak in public so as to bring credit to the profession and the school and so as to more effectively inform the public of the educational possibilities of his sport.

9. An understanding of the basic psychological principles of motivation, stress, play, emotion and group interaction.

10. A thorough knowledge of the fundamentals, offenses, defenses, strategies and teaching methods involved in the particular sport. Included will be squad management, coaching techniques, and sound motivational procedures.

11. A knowledge of and a sense of responsibility for local, state and national rules and regulations.²²

Maetozo found the following ten competencies were rated as essential by more than four hundred of the nine hundred and fifty nine coaches surveyed. The ten competencies are listed in order of decreasing frequency. The relationship of physical education, including athletics to the purposes and objectives of education, the best methods of developing, training, and conditioning athletes, extensive technical information in the chosen speciality, including coaching techniques, the

²²Ibid. p. 7

fundamentals of officiating the sport coached, desirable procedures in squad management and organization, the fundamental relatedness of the physical education program with the intramural and interscholastic programs, legal responsibilities peculiar to athletics, a sound code of ethics as a guide for personal conduct in school and community, athletic leadership qualities and characteristics of the coach, and the importance of the counsel and guidance of the athlete. The first five of the above were selected by more than fifty percent of the coaches.²³

Maetozo also found the following areas of preparation to be of concern to the coaches surveyed:

1. Coaches felt that there were too many gaps in their training that had to be acquired through experience while coaching.
2. More and better training of future coaches is needed to face problems encountered. There is a need for more practical experience during the under-graduate preparation.
3. Teaching was not based on scientific fact and research, but upon traditional ways of responding.
4. Many courses were designed to accommodate physical education and not pertinent enough to the coaching of athletic teams.
5. Effective speaking and writing courses should be learned in English courses.
6. There is a lack of teaching in athletic training and conditioning.
7. More instruction is needed in planning and supervising athletic facilities, in the administration of budgets, in keeping adequate records, in the purchase and care of equipment and supplies, in the preparation of contracts and in the management of athletic contests.
8. Very little was taught concerning counseling and guidance of the athlete and a sound code of ethics regarding the field of athletics.²⁴

²³Matthew G. Maetozo, "Analysis of the Professional Preparation of Interscholastic Athletic Coaches in Selected Sports." (unpublished Master's thesis, Springfield College, Springfield, Massachusetts, 1965), pp. 118-121.

²⁴Ibid. pp. 114-118.

Maetozo continues by stating that a number of professional education courses within the recommended areas of preparation for the interscholastic coach have not been completed by thirty to seventy percent of the coaches. These include: physiology, nutrition, safety in athletics, first aid, athletic training, and conditioning, theory and practice in coaching baseball, track, wrestling, and soccer, principles and administration of athletics.²⁵

Administrators reacted to the proposed courses in Maetozo's study by recommending the following in order of decreasing frequency: athletic conditioning, physiology of exercise, anatomy, growth and development, athletic training, administration of athletics, principles of athletics, safety and first aid, personal health, physiology, nutrition and biology.²⁶

Maetozo cites Garrison's study which lists the aspects which high school coaches in Arkansas considered deficiencies in their undergraduate education as being more practical experience in coaching, coaching theory, personal relations, knowledge of budgeting and finances, treatment and care of athletic injuries, first aid, and preparation in organization and administration of athletics.²⁷

Barteleme in relating the teaching of physical education and the duties of coaching states the following:

Many educational authorities confuse the teaching of physical education and coaching. There is a great difference between the two and one cannot be substituted for the other.

²⁵Ibid. p. 176.

²⁶Ibid. pp. 176-177.

²⁷Ibid. p. 15.

Teaching physical education involves not only the acquisition of physical skills in different forms by an individual; but also the effect of his efforts on the human mechanism, on the mind in relation to other activities, and on the mode of behavior that should be practiced and perpetuated to support the society in which he lives.

Coaching is training to improve performance in certain definite skills. Physical education is for all, while coaching is for a certain kind or type of person only.²⁸

Bucher feels that school and college administrators, physical educators, coaches, state certifying officers, and others should get together and try to arrive at some common standards for employing a coach rather than leave it to be done on a hit-or-miss basis as it is being done at present. He stated the following:

This is very important considering the tremendous influence such a person has upon the lives of young people and in view of the major roles that sports play in the American way of life.²⁹

Esslinger states, "If we are to have quality education then we must have quality leadership. Our entire educational system is predicated upon the concept that educational outcomes depend upon professionally prepared leadership."³⁰ Esslinger continues:

The coaches who lack professional preparation are handicapped in obtaining the social, moral, ethical, mental and physical values inherent in interschool sport, and they are also not capable of protecting the health and well-being of the participants.³¹

²⁸C. C. Bartolome, "Teacher Training in Physical Education," I. C. H. P. E. R. 7th International Congress, Paris France, August, 1964.

²⁹Bucher, loc. cit., p. 602.

³⁰Esslinger, loc. cit. p. 42.

³¹Ibid, p. 42.

In summarizing the review of the literature there seems to be agreement by the authors regarding the status of women coaches. They expressed various processes by which to effect a greater recognition and acceptance by women physical education teachers for the need for properly organized and administered sports experiences for girls. There is also agreement that teacher preparation institutions must reconstruct and re-evaluate curriculums in order to properly prepare women for the coaching profession.

CHAPTER III

METHODS AND PROCEDURES

Organization of the Study

The purpose of this study was to determine the status of and the professional preparation of women who coach interscholastic athletics for girls in North Dakota.

The survey method utilizing the questionnaire technique was employed in the study. In an article by Davis and Rarich for a text edited by Scott, they state that the general purposes of the survey are to reveal current conditions, to point up the acceptabilities of the status quo, and to show the need for change.¹ Galfe and Miller state that the questionnaire is used to obtain factual data, opinions and attitudes in a structural framework from respondents not contacted on a face-to-face basis.² The authors also state that the questionnaire is probably the method most frequently used concerning status.³ Van Dalen and Meyer state "that for some studies or certain phases of them, presenting respondents with carefully selected or ordered questions is the only practical way to elicit the data."⁴

¹Elwood Craig Davis and Lawrence Rarich, "Descriptive Methods," Research Methods in Health, Physical Education and Recreation, Ed. M. Gladys Scott (Washington, D. C.: American Association for Health, Physical Education and Recreation, 1959), p. 253.

²Armand J. Galfe, and Earl Miller, Interpretating Educational Research (Dubuque, Iowa: Wm. C. Brown Company, 1965), p. 27.

³Ibid. p. 34.

⁴Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research (New York: McGraw-Hill Book Company, 1966) p. 301.

Source of Data

The subjects for this study were women coaches of girls interscholastic athletics in the State of North Dakota and whose schools are members of the High School Activities Association. The data were divided by school classification as Class A (over 300 students) or Class B (less than 300 students) as designated by the North Dakota High School Activities Association.

Opinions of women coaches, of school classification Class A or Class B and whose schools are members of the High School Activities Association were surveyed.

Collection of Data

The original draft of the questionnaire was formulated by the writer and presented to the investigator's advisor for correcting, deletions and suggestions. The second draft was formulated after consultation with members of the physical education profession on the campuses of South Dakota State University and Jamestown College. The third draft was devised after consultation with the writer's advisor, with whom additional ideas, corrections and deletions were discussed.

The fourth draft was presented to ten graduate physical education students. The purpose of administering the questions to the graduate students was to obtain suggestions for questions, length of time involved in filling out the questionnaire, and to determine clarity and readability. The graduate students added their corrections, after which the final draft of the questionnaire was completed. The final questionnaire appears in Appendix A.

A combination letter of transmittal and sponsorship (Appendix B) was prepared. This letter and corresponding questionnaire containing thirty-two check list items and two open-end questions were mailed on October 1, 1970, to 178 schools sponsoring girls' athletic programs in the State of North Dakota as listed in the North Dakota High School Activities Association Handbook of Member Schools. The list of schools surveyed appear in Appendix C. Included was a self-addressed envelope, for the return of the completed questionnaire and all were urged to return the questionnaire as quickly as possible. Men coaches were asked to return the questionnaire unanswered. On November 17, 1970, in an effort to obtain a larger return, a follow-up letter (Appendix D) was mailed to all coaches who had not returned the questionnaire.

Summary of the Returns

Of the 178 questionnaires sent out to schools sponsoring girls' athletic programs in the State of North Dakota, 158, or 88.70 percent of the questionnaires were returned. Of the 158 questionnaires returned, 78 were answered by women coaches. Twenty of the 78 were answered by Class A coaches, and 58 of the 78 were answered by Class B coaches. The remaining 80 questionnaires returned were by men coaches who had been asked not to answer the questionnaire.

CHAPTER IV

ANALYSIS AND DISCUSSION OF RESULTS

The purpose of this study was to determine the status of and the professional preparation of women who coach interscholastic athletics for girls in North Dakota. Chapter IV presents the results of the data obtained by use of the questionnaire and discussion of these statistics as they pertain to the purpose.

Source of the Data

A questionnaire was mailed to all schools sponsoring interscholastic athletic programs for girls in the State of North Dakota. One hundred fifty-eight of the one hundred seventy-eight questionnaires sent were returned. Of the one hundred fifty-eight questionnaires returned seventy-eight were women coaches. Only data received from women coaches are reported.

Organization of the Data for Analysis

The data obtained from the surveys are reported in table form revealing the number of answering respondents and the percentage of those responding as it pertains to the total reporting population. The results are shown in the tables and the results are discussed.

The term coach or coaching refers to girls' interscholastic athletics and will not be repeated. Table headings separating the schools by school size will be A and B. A represents Class A schools and B represents Class B schools.

Table I represents information questions seeking to establish the current status of women coaches. This table indicates a definite lack of advanced degrees on the part of the women coaches as only three of the seventy-eight respondents had earned either the Master of Education or the Master of Science degree. From the number of women earning the Bachelor's degree after 1962, and from the number of years in the teaching of physical education and the number of years coaching interscholastic sports it appears that the women coaches are comparatively young in age.

Ten of the seventy-eight respondents indicated they were not currently coaching, and of those ten, eight indicated they did not desire to coach but would if requested. These responses were from the Class B coaches only. All respondents agreed that extra pay should be received for coaching duties.

Table I also indicates that Class A coaches have women assistant coaches whereas only three of the fifty-eight Class B coaches, have an assistant woman coach. It is indicated that men are still coaching girls' athletics in the school systems.

Track and Field and Gymnastics appear to be the two dominant sports as sixty-three of the seventy-eight respondents coach track and field and twenty-one of the seventy-eight respondents coach gymnastics.

TABLE I

PRESENT STATUS OF WOMEN COACHES IN THE STATE OF NORTH DAKOTA

	Total		A		B	
	Respondents	%	Respondents	%	Respondents	%
1. Academic Degree	78		20		58	
B. A.	5	6.4	2	10.0	3	5.2
B. S.	74	94.9	18	90.0	56	96.6
M. S.	2	2.6	1	5.0	1	1.7
M. Ed.	1	1.2	1	1.7	0	0.0
2. Year Degree Earned	78		20		58	
1948-1952	1	1.2	0	0.0	1	1.7
1953-1957	2	2.6	0	0.0	2	3.4
1958-1962	6	7.6	3	15.0	3	5.2
1963-1967	17	21.8	6	30.0	11	19.0
1968-1970	43	55.0	10	50.0	33	56.7
No Response	9	11.5	1	5.0	8	13.8
3. Academic Major	78		20		58	
Phys. Ed. Major	59	75.6	19	95.0	40	69.0
Phys. Ed. Minor	12	15.4	1	5.0	11	18.9
No Response	7	8.9	0	0.0	7	12.1
4. Currently Teaching Physical Education	78		20		58	
Yes	72	92.3	20	100.0	52	89.7
No	3	3.8	0	0.0	3	5.2
No Response	3	3.8	0	0.0	3	5.2
5. Years Teaching Physical Education	78		20		58	
15 or more years	0	0.0	0	0.0	0	0.0
12-14	1	1.6	1	5.0	0	0.0
9-11	3	3.8	2	10.0	1	1.7
6-8	13	16.7	3	15.0	10	17.2
3-5	20	25.6	7	35.0	13	22.4
0-2	40	51.2	7	35.0	33	56.7
No Response	1	1.6	0	0.0	1	1.7
6. Currently Coaching Girls Athletics	78		20		58	
Yes	68	87.9	20	100.0	48	82.8
No	10	12.8	0	0.0	10	17.2

TABLE I (continued)

7. Do you Desire to Coach	10		0		10	
Yes	2	20.0	0	0.0	2	20.0
No	8	80.0	0	0.0	8	80.0
8. Would Coach if Requested	10		0		10	
Yes	6	60.0	0	0.0	6	60.0
No	3	30.0	0	0.0	3	30.0
No Response	1	10.0	0	0.0	1	10.0
9. Years Coaching	78		20		58	
0-1	27	35.6	2	10.0	25	20.6
2-3	31	39.7	13	65.0	18	31.0
4-5	11	14.10	4	40.0	7	12.1
6-7	2	2.6	1	5.0	1	1.7
8-9	1	1.2	0	0.0	1	1.7
No Response	6	7.6	0	0.0	6	10.3
10. Assistant woman Coach Available	78		20		58	
Yes	14	18.0	11	55.0	3	5.1
No	58	74.3	9	45.0	49	84.5
No Response	6	7.7	0	0.0	6	10.3
11. Sports Coached	78		20		58	
Track and Field	63	80.8	17	85.0	46	79.3
Gymnastics	21	26.9	7	35.0	14	24.1
Tennis	5	6.4	4	20.0	1	1.7
Golf	5	6.4	4	20.0	1	1.7
Aquatics	0	0.0	0	0.0	0	0.0
Volleyball	5	6.4	1	5.0	4	6.9
Basketball	7	8.9	1	5.0	6	10.3
Softball	1	1.3	0	0.0	1	1.7
Cross Country	1	1.3	0	0.0	1	1.7
12. Financial Compensation	78		20		58	
Yes	56	71.8	19	95.0	37	63.8
No	16	20.5	1	5.0	15	25.9
No Response	6	7.7	0	0.0	6	10.3
13. Compensation Should Be Provided	16		15		1	
Yes	16	100.0	15	100.0	1	100.0
No	0	0.0	0	0.0	0	0.0
14. Men Currently Coaching Girls	78		20		58	
Yes	16	20.5	5	25.0	11	19.0
No	55	70.5	15	75.0	40	69.0
No Response	7	9.0	0	0.0	7	12.1

TABLE I (continued)

15. If so, Why?	14		5		9	
No Women Available	8	57.1	2	40.0	6	66.7
Non-Interest	1	7.1	0	0.0	1	11.1
Others	5	35.7	3	60.0	2	22.2
16. Competition in						
N.D.H.S.A.A.	78		20		58	
Yes	65	83.3	20	100.0	45	77.6
No	4	5.1	0	0.0	4	7.0
No Response	9	11.5	0	0.0	9	13.8

Table II indicates the activities engaged in as a part of the professional preparation of women coaches. This table indicates that the women coaches participated the most actively in Women's Recreation Association with sixty-one of the seventy-eight respondents indicating that response. The table also shows a definite lack of inter-collegiate experience with only seventeen of the seventy-eight respondents indicating they have participated in inter-collegiate athletics. Two coaches indicated they belonged to a Physical Education Club, two belonged to a Gymnastics Club, one belonged to a Judo Club, one to a Basketball Club, One to a Golf Club, and another indicated she belonged to an Individual Sports Club.

Table III indicates the courses completed on the undergraduate level. It indicates that eleven courses were completed by a majority of the coaches surveyed. The courses with percentages are: Kinesiology (79.5 percent), Organization and Administration of Physical Education (74.4 percent), Theory of Team Sports (60.3 percent), Teaching Methods in Physical Education and Athletics (75.6 percent), First Aid (70.5 percent) History and Principles of Physical Education and Athletics (69.2 percent), Fundamentals of Public Speaking (69.2 percent), General Psychology (79.5 percent), Biology (80.8 percent), Theory of Track and Field (60.2 percent), and Theory of Tennis (55.1 percent).

Not all of the coaches indicated the courses as Very Essential, Desirable, or Non-Essential. Some selected specific courses rather than checking all of the courses. Therefore not all of the percentages will total 100.0 percent.

TABLE II

PROFESSIONAL PREPARATION ACTIVITIES

	Total		A		B	
	Respondents	%	Respondents	%	Respondents	%
Which of the following did you participate in as an undergraduate	78		20		58	
Women's Recreational Association	61	78.2	18	90.0	43	74.1
Intra-murals	29	37.2	7	35.0	22	37.9
Inter-collegiate Athletics	17	21.8	4	20.0	13	25.4
Others	7	9.0	3	15.0	4	7.0

TABLE III

COURSES COMPLETED ON THE UNDERGRADUATE LEVEL

	Total		A		B	
	Respondents	%	Respondents	%	Respondents	%
Respondents	78		20		58	
Courses						
Fund. of Human Movement	24	30.8	5	25.0	19	32.8
Kinesiology	62	79.5	20	100.0	42	72.4
Physiology of Exercise	23	29.5	7	35.0	16	27.5
Org. & Ad. of Phys. Ed.	58	74.4	17	85.0	41	70.7
Org. & Ad. of Athletics	7	9.0	2	10.0	5	8.6
Theory of Team Sports	47	60.3	13	65.0	34	58.6
Th. of Ind. & Dual Sports	37	47.4	11	55.0	26	44.9
Teach. Meth. in P.E. & Ath.	59	75.6	19	95.0	40	69.0
Psychology of Coaching	3	3.8	1	5.0	2	3.4
Prev. & Care of Ath. Inj.	24	30.8	7	35.0	17	29.3
First Aid	55	70.5	15	75.0	40	69.0
Phil. of Phys. Ed. & Ath.	19	24.3	10	50.0	9	15.5
Hist. & Prin. of P.E. & Ath.	54	69.2	16	80.0	38	65.5
Adm. of Extra-curr. Act.	13	16.6	4	20.0	9	15.5
Th. & Tech. of Coaching	5	6.4	1	5.0	4	6.9
Journalism	8	10.2	2	10.0	6	10.3
Fund. of Public Speaking	54	69.2	14	70.0	40	69.0
Med. Asp. of Coaching	3	3.8	2	10.0	1	1.7
Tech. of Officiating	21	27.0	5	25.0	16	27.5
General Psychology	62	79.5	17	85.0	45	77.5
Biology	63	80.8	19	95.0	44	75.9
Chemistry	31	39.7	12	60.0	19	32.7
Physics	17	21.8	6	30.0	11	19.0
Theory of Track & Field	47	60.2	11	55.0	36	62.1
Theory of Gymnastics	37	47.4	11	55.0	26	44.8
Theory of Golf	37	47.4	7	35.0	30	51.7
Theory of Tennis	43	55.1	10	50.0	33	56.9
Theory of Aquatics	15	19.2	4	20.0	11	19.0

Table IV indicates the responses of the total number of coaches participating in the survey as to Very Essential, Desirable, or Non-Essential the courses that should be offered to women on the undergraduate level to prepare them to coach girls' athletics.

Table IV indicates that eleven courses were considered Very Essential by a majority of the coaches surveyed. The courses are: Theory of Team Sports (52.6 percent), Teaching Methods in Physical Education and Athletics (57.7 percent), Prevention and Care of Athletic Injuries (74.3 percent), First Aid (67.9 percent), Theory of Coaching (56.4 percent), Techniques of Officiating (55.1 percent), Theory of Track and Field (70.5 percent), Theory of Gymnastics (71.9 percent), Theory of Golf (66.7 percent), Theory of Tennis (67.9 percent), Theory of Aquatics (61.5 percent).

Seven courses were listed as Desirable by a majority of the coaches surveyed. The courses are: Psychology of Coaching (53.8 percent) Philosophy of Physical Education and Athletics, and History and Principles of Physical Education and Athletics (55.1 percent), Fundamentals of Public Speaking (50.0 percent), General Psychology (56.4 percent), Theory and Practice of Counseling (51.3 percent), Biology (53.8 percent).

Only one course, Chemistry (56.4 percent) was considered to be Non-Essential by the coaches surveyed.

In classifying the courses according to rank, the top three courses listed as Very Essential were Prevention and Care of Athletic Injuries, and Theory of Track and Field and Gymnastics, with First Aid, Theory of Golf, Tennis and Aquatics next in order.

It was significant to note that the respondents did not indicate the science courses of Kinesiology, Physiology of Exercise,

TABLE IV

COURSES THAT SHOULD BE OFFERED ON THE UNDERGRADUATE LEVEL

TOTAL RESPONDENTS -- CLASS A AND CLASS B

Courses	Very Essential		Desirable		Non Essential	
	Total	%	Total	%	Total	%
Fund. of Human Movement	35	44.9	24	30.8	3	3.8
Kinesiology	25	32.0	35	44.9	3	3.8
Physiology of Exercise	32	41.0	27	34.6	2	2.6
Org. & Ad. of Phys. Ed.	34	43.5	24	30.8	5	6.4
Org. & Ad. of Athletics	31	39.7	26	33.3	4	5.1
Theory of Team Sports	41	52.6	21	26.9	0	0.0
Theory of In. & Dual Sp.	37	47.4	22	28.2	2	2.6
Teach. Math. in P.E. & Ath.	45	57.7	18	23.1	0	0.0
Psychology of Coaching	22	28.2	42	53.8	1	1.3
Prev. & Care of Inj.	58	74.3	8	10.2	0	0.0
First Aid	53	67.9	11	14.1	0	0.0
Phil. of P.E. & Ath.	9	11.5	43	55.1	12	15.4
Hist. & Prin. of P.E., Ath.	5	6.4	43	55.1	13	16.7
Adm. of Extra-Curr. Act.	28	35.9	29	37.2	3	3.8
Theory of Coaching	44	56.4	20	25.6	0	0.0
Journalism	1	1.3	25	32.0	35	44.0
Fund. of Public Speaking	13	16.7	39	50.0	9	11.5
Med. Asp. of Ath. Coaching	33	42.3	30	38.5	3	3.8
Tech. of Officiating	43	55.1	20	25.6	1	1.3
General Psych.	9	11.5	44	56.4	9	11.5
Theory & Pr. of Counseling	11	14.1	40	51.3	8	10.2
Biology	9	11.5	42	53.8	12	15.4
Chemistry	0	0.0	27	34.6	44	56.4
Physics	0	0.0	26	33.3	34	43.6
Theory of Track & Field	55	70.5	10	12.8	0	0.0
Theory of Gymnastics	56	71.9	12	15.4	0	0.0
Theory of Golf	52	66.7	10	12.8	4	5.1
Theory of Tennis	53	67.9	9	11.5	4	5.1
Theory of Aquatics	48	61.5	12	15.4	5	6.4

Not all of the coaches indicated the courses as Very Essential, Desirable, or Non-Essential. Some selected specific courses rather than checking all of the courses. Therefore, not all of the percentages will total 100.0 percent.

Biology, Chemistry, or Physics as being Very Essential, and in most cases they were not indicated as being desirable courses to be completed on the undergraduate level.

Courses relating to the philosophy, foundations, history and principles of physical education were not indicated as Very Essential, but were given Desirable ratings. And those courses dealing with psychology, psychology of coaching, and counseling were also indicated as just being Desirable. Courses in organization and administration of athletics, physical education or extra-curricular activities did not receive significant ratings in any of the three classifications.

Table V indicates the responses of the Class A coaches as to Very Essential, Desirable, and Non-Essential the courses that should be offered women on the undergraduate level to prepare them to coach girls' athletics.

In Table V the Class A coaches indicated that sixteen courses were considered Very Essential, eight courses were Desirable, and three courses were considered Non-Essential by a majority of the coaches.

The Very Essential courses are: Fundamentals of Human Movement (50.0 percent), Physiology of Exercise (55.0 percent), Organization and Administration of Athletics (60.0 percent), Theory of Team Sports (80.0 percent), Theory of Individual and Dual Sports (70.0 percent), Teaching Methods in Physical Education and Athletics (75.0 percent), Prevention and Care of Athletic Injuries (80.0 percent), First Aid (75.0 percent), Theory and Techniques of Coaching (85.0 percent), Medical Aspects of Coaching (55.0 percent), Techniques of Officiating (80.0 percent), Theory of Track and Field, Gymnastics, Golf and Tennis (85.0 percent), and Theory of Aquatics (75.0 percent).

TABLE V

COURSES THAT SHOULD BE OFFERED ON THE UNDERGRADUATE LEVEL

CLASS A COACHES

Courses	Very Essential		Desirable		Non Essential	
	A Total	%	A Total	%	A Total	%
Fund. of Human Movement	10	50.0	8	40.0	1	5.0
Kinesiology	9	45.0	10	50.0	1	5.0
Physiology of Exercise	11	55.0	8	40.0	1	5.0
Org. & Adm. of Phys. Ed.	9	45.0	7	35.0	3	15.0
Org. & Adm. of Athletics	12	60.0	6	30.0	2	10.0
Theory of Team Sports	16	80.0	3	15.0	0	0.0
Theory of Ind. & Dual Sp.	14	70.0	4	20.0	0	0.0
Teach. Meth in P.E. & Ath.	15	75.0	4	20.0	0	0.0
Psychology of Coaching	9	45.0	10	50.0	0	0.0
Prev. & Care of Injuries	16	80.0	4	20.0	0	0.0
First Aid	15	75.0	4	20.0	0	0.0
Phil. of P.E. & Ath.	4	20.0	13	65.0	1	5.0
Hist. & Prin. of P.E. Ath.	2	10.0	14	70.0	2	10.0
Ad. of Extra-curr. Act.	9	45.0	8	40.0	1	5.0
Theory & Tech. of Coaching	17	85.0	3	15.0	0	0.0
Journalism	1	5.0	6	30.0	11	55.0
Fund. of Public Speaking	4	20.0	11	55.0	3	15.0
Med. Asp. of Coaching	11	55.0	8	40.0	1	5.0
Tech. of Officiating	16	80.0	4	20.0	0	0.0
Gen. Psychology	4	20.0	12	60.0	3	15.0
Th. & Prac. of Counseling	2	10.0	11	55.0	3	15.0
Biology	4	20.0	11	55.0	3	15.0
Chemistry	0	0.0	8	40.0	10	50.0
Physics	0	0.0	8	40.0	10	50.0
Th. of Track & Field	17	85.0	3	15.0	0	0.0
Th. of Gymnastics	17	85.0	3	15.0	0	0.0
Th. of Golf	17	85.0	2	10.0	1	5.0
Th. of Tennis	17	85.0	2	10.0	1	5.0
Th. of Aquatics	15	75.0	3	15.0	2	10.0

Not all of the Class A coaches responded to all of the courses, by checking Very Essential, Desirable, or Non-Essential all of the courses. Some checked just a few selected courses. Therefore, the percentages do not all total 100.0 percent.

Eight courses were considered Desirable by a majority of the Class A coaches, and three courses were considered Non-Essential.

Table VI indicates the responses of Class B coaches as Very Essential, Desirable, or Non-Essential these courses that should be offered to women on the undergraduate level to prepare them to coach girls' athletics. This table indicates that Class B coaches were more practical in their choice of courses than Class A coaches, as only eight courses were considered Very Essential by a majority of the Class B coaches surveyed. The class B coaches chose those courses that are directly related to coaching theory or fundamentals. The courses are: Teaching Methods in Physical Education and Athletics (51.7 percent), Prevention and Care of Athletic Injuries (72.4 percent), First Aid (65.5 percent), Theory of Track and Field (65.5 percent), Theory of Gymnastics (67.2 percent), Theory of Golf (60.3 percent), Theory of Tennis (62.1 percent), and Theory of Aquatics (56.9 percent).

The Class B coaches indicated eight courses as Desirable, and one course as Non-Essential.

Question nineteen was an open-end question asking the coaches to list any other courses they feel should be offered to women on the undergraduate level to prepare them to coach girls' athletics.

The following are responses received in regard to question nineteen:

"Very Essential --Anatomy."

"Theory of Girls' Basketball" This response was indicated by two coaches.

"Methods in Coaching each sport (especially sports likely to be coached)

TABLE VI

COURSES THAT SHOULD BE OFFERED ON THE UNDERGRADUATE LEVEL

CLASS B COACHES

Courses	Very Essential		Desirable		Non Essential	
	B Total	%	B Total	%	B Total	%
Fund. of Human Movement	25	43.1	16	27.6	2	3.4
Kinesiology	16	27.6	25	43.1	2	3.4
Phys. of Exercise	21	36.2	19	32.7	1	1.7
Org. & Adm. of P. E.	25	43.1	17	29.3	2	3.4
Org. & Adm. of Athletics	19	32.8	20	34.5	2	3.4
Theory of Team Sports	25	43.1	18	31.0	0	0.0
Theory of Ind. & Dual Sp.	23	39.6	18	31.0	2	3.4
Teach. Meth. in P.E. & Ath.	30	51.7	14	24.1	2	3.4
Psychology of Coaching	13	22.4	32	55.1	1	1.7
Prev. & Care of Injuries	42	72.4	4	6.9	0	0.0
First Aid	38	65.5	7	12.0	0	0.0
Phil. of P.E. & Ath.	5	8.6	30	51.7	11	19.0
Hist. & Prin. of P.E. & Ath.	3	5.2	29	50.0	11	19.0
Ad. of Extra-curr. Act.	19	32.7	21	36.2	2	3.4
Th. & Tech. of Coaching	27	46.5	17	29.3	0	0.0
Journalism	0	0.0	19	32.7	24	41.4
Fund. of Pub. Speaking	9	15.5	28	48.3	6	10.3
Med. Asp. of Coaching	22	37.9	22	37.9	2	3.4
Tech. of Officiating	27	46.5	16	27.5	1	1.7
Gen. Psychology	5	8.6	32	55.2	6	10.3
Th. & Prac. of Counseling	9	15.5	29	50.0	5	8.6
Biology	5	8.6	31	53.1	9	15.5
Chemistry	0	0.0	19	32.8	34	58.6
Physics	0	0.0	18	31.0	24	41.4
Th. of Track & Field	38	65.5	7	12.1	0	0.0
Th. of Gymnastics	39	67.2	9	15.5	0	0.0
Th. of Golf	35	60.3	8	13.8	3	5.2
Th. of Tennis	36	62.1	7	12.1	3	5.2
Th. of Aquatics	33	56.9	9	15.5	3	5.2

Not all coaches responded to all of the individual courses. Some selected specific courses and indicated Very Essential, Desirable, or Non-Essential. Therefore, not all percentages will total 100.0 percent.

"I feel a detailed program should be given on the different activities to be coached on how to coach them."

"Any course in which there is the possibility that women might be asked to coach them."

"Methods of all sports involved as theory can be somewhat different and course requiring participation in each."

"Any coaching course ie; Track and Field, Basketball, Tennis, Golf, etc."

"Specific coaching classes in team sports, such as Soccer, Fieldball, Field Hockey, Volleyball, and Basketball."

"Advanced Techniques class in each sport (not only general activity). Judging for Gymnastics. Body Conditioning and Weight control."

"I feel that those going in Physical Education should go out for such things as competitive gymnastics, track and field, tennis, swimming, etc. for practical preparation."

"We should have some exposure to Football Theory either for teaching flag football or for giving the girls some background in football. We expect them to support the team when they don't know what's going on. If we had some knowledge of the game we could pass it along to our students."

"More emphasis on equipment available for different levels--perhaps in Techniques."

"Course work which allows them to participate as players and coaches."

"Some of the courses above do not cover the material that they should to prepare a person for teaching."

"Something for the training and conditioning of girls for each specific sport."

"Student teaching--as a coach also."

"Rhythmic Activities. Elementary courses. Dance."

"Your list appears to be very thorough."

Table VII indicates the responses of the coaches participating in the survey as to rating of their undergraduate program. It also indicates that in most cases the coaches did not rate their undergraduate programs very high. Superior ratings were very few with only two or three of the coaches surveyed indicating their program was of that level. Fifty-four of the seventy-eight respondents indicated their total undergraduate preparation was Average or Fair. In preparation for organization of athletic programs, forty-seven of the seventy-eight respondents indicated their program was Above Average or Average, and in Prevention and Care of Athletic Injuries, thirty-four of the seventy-eight respondents indicated their program was Average or Above, and thirty-six indicated their program was Fair or below. Forty of the seventy-eight indicated their program was Fair or Inferior in preparation for Knowledge and Techniques of Coaching, and in Preparation for Knowledge and Techniques of Coaching, and in Preparation for Training and Conditioning for Specific Sports, fifty-eight of the seventy-eight respondents indicated their program was Average or below. A need for major course revision was indicated by fifty-five of the seventy-eight coaches responding: yes, a coaching major or minor should be offered on the undergraduate level.

TABLE VII

RATING OF UNDERGRADUATE PREPARATION FOR COACH OF GIRLS' ATHLETICS

Rating	Total Respondents	%	A Respondents	%	B Respondents	%
Respondents	78		20		58	
Total Undergraduate General Preparation						
Superior	3	3.8	3	15.0	0	0.0
Above Average	13	16.7	2	10.0	11	19.0
Average	26	33.3	5	25.0	21	36.2
Fair	19	24.3	6	30.0	13	22.4
Inferior	9	11.5	4	20.0	5	8.6
No Response	8	10.2	0	0.0	8	13.8
Preparation for Organization of Athletic Program						
Superior	4	5.1	1	5.0	3	5.2
Above Average	22	29.2	10	50.0	12	20.7
Average	25	32.0	4	20.0	21	36.2
Fair	12	15.4	2	10.0	10	17.2
Inferior	6	7.7	3	15.0	3	5.2
No Response	9	11.5	0	0.0	9	15.5
Preparation for Prevention & Care of Athletic Injuries						
Superior	2	2.6	2	10.0	0	0.0
Above Average	12	15.4	3	15.0	9	15.5
Average	20	25.7	4	20.0	16	27.5
Fair	16	20.5	5	25.0	11	19.0
Inferior	20	25.7	6	30.0	14	24.1
No Response	8	10.2	0	0.0	8	13.8
Knowledge and Techniques of Coaching						
Superior	3	3.8	2	10.0	1	1.7
Above Average	10	12.8	2	10.0	8	13.8
Average	16	20.5	1	5.0	15	25.9
Fair	20	25.6	5	25.0	15	25.9
Inferior	20	25.6	10	50.0	10	17.2
No Response	9	11.5	0	0.0	9	15.5

TABLE VII (continued)

Training & Conditioning for Specific Sports

Superior	3	3.8	1	5.0	2	3.4
Above Average	9	11.5	0	0.0	9	15.1
Average	25	32.0	8	40.0	17	29.3
Fair	16	20.5	4	20.0	12	20.7
Inferior	17	21.8	7	35.0	10	17.2
No Response	8	10.2	0	0.0	8	13.8

Counseling & Understanding of Personal Problems

Superior	2	2.6	2	10.0	0	0.0
Above Average	11	14.1	4	20.0	7	12.1
Average	31	39.7	7	35.0	24	41.4
Fair	10	12.8	3	15.0	7	12.1
Inferior	16	20.5	4	20.0	12	20.7
No Response	8	10.2	0	0.0	8	13.8

Coaching Major or Minor Should be Offered

Yes	55	70.5	14	70.0	41	70.7
No	15	19.2	5	25.0	10	17.2
No Response	8	10.2	1	5.0	7	12.1

Table VIII indicates the current status, problems and duties of women coaches. It also indicated a willingness by men to help women coaches with their problems, and a willingness by women to work with the men coaches in their school system. The coaches also indicated a need for coaching clinics conducted by a combination of qualified men and women coaches.

Table VIII also indicated a definite lack of professional improvement by the women coaches with only twenty-seven of the seventy-eight coaches belonging to professional organizations.

The following responses were given by the coaches as other means of improving themselves professionally. Two coaches indicated they were doing "nothing" to improve themselves professionally. Three coaches indicated graduate school as a means of professional improvement, and other responses were "active participant", "exchange ideas with other coaches", "experience", and "play days".

Question thirty-four was an open-end question in which the participating coaches were asked to make any comments they feel would be beneficial to the preparation of women coaches. The writer was overwhelmed as to the number, nature, and scope of the responses received. The following are some of the responses received by the writer.

"Just one course in coaching would help a lot."

"It would be helpful to coach or to assist in coaching while still in college, so that one has at least a little experience before taking a job."

"Instead of having classes in colleges teaching us how to do something, we should be learning how to teach and coach this method."

TABLE VIII

COACHING STATUS, PROBLEMS, AND DUTIES

Statement	Total		A		B	
	Respondents	%	Respondents	%	Respondents	%
Knowledge and Success as Coach, Gained Through	78		20		58	
Under-graduate Only	5	6.4	0	0.0	5	8.6
Experience	29	37.2	13	65.0	16	27.6
Both	30	38.5	7	35.0	23	39.6
No Response	14	18.0	0	0.0	14	24.1
Men Coaches Helpful						
Yes	65	83.3	18	90.0	47	81.0
No	5	6.4	2	10.0	3	5.2
No Response	8	10.3	0	0.0	8	13.8
Their Help is Beneficial						
Yes	64	82.0	18	90.0	46	79.3
No	0	0.0	0	0.0	0	0.0
No Response	14	17.9	2	10.0	12	20.7
Coaching Clinics should Be Sponsored for Women						
Yes	67	85.9	20	100.0	47	81.0
No	2	2.6	0	0.0	2	3.4
No Response	9	11.5	0	0.0	9	15.5
Clinics Conducted By						
Qualified Women	13	16.7	8	40.0	5	8.6
Qualified Men	1	1.3	1	5.0	0	0.0
Combination	64	82.0	11	55.0	53	91.4
In-Service Training by Men Is Beneficial						
Yes	52	66.7	15	75.0	37	63.8
No	11	14.1	3	15.0	8	13.8
No Response	15	19.2	2	10.0	13	22.4
Professional Improvement						
Readings in Field	58	74.36	18	90.0	40	69.0
Professional Organizations	27	35.6	9	45.0	18	31.0
Coaching Magazines	23	29.5	8	40.0	15	25.9
In-Service Training	20	25.6	7	35.0	13	22.4
Coaching Clinics	31	39.7	10	50.0	21	36.2
Others	10	12.8	3	15.0	7	12.0

"I feel that they should try to get as much experience as possible before graduating from college. I had no idea of how to coach girls athletics until I did my student teaching."

"More stress on girls athletic programs so women will become interested not only in the activity but also in the coaching of it."

"I think there should definitely be more supervised coaching and actually have mastered the rules and regulations of the main sports."

"Just the realization that more has to be done to prepare women for coaching. The field of girls athletics is coming back but the colleges aren't offering courses to prepare women for coaching."

"Working directly with an experienced coach when I was student teaching would have been very helpful. A course concentrating on coaching technique only would also have been helpful. I felt very unprepared when I started coaching."

"In my undergraduate work I was taught more how to play different sports than how to coach and help someone else play them. I feel more emphasis should be put on coaching different sports."

"I think more lead-up classes should be taught in college."

"More classes available to graduates to bring them up to date on developments in their field. I could use a workshop on dance, gymnastics, and track, so much has happened to advance these fields for girls in the past few years."

"I think we should stress those sports that are sanctioned by the High School Activities Association. We are going to have to train these people in track and gymnastics. Our high schools have far superior gymnastics teams to our colleges. We are also going to have to establish a system for rated officials. The men usually have an adequate amount of officials--for us to reach that point means we better start preparing them in our colleges and universities and giving tests for both track and gymnastics. Our sports are hampered because we do not have enough officials among women and their backgrounds are inadequate at an undergraduate level."

"As things are now, the only inter-scholastic sports activities for girls in this area is track and volleyball. There are eight schools in this area who last year half had men coaches. I would say the same is true of track coaches. I coached track one year here, and since a man has done it. I don't feel qualified to do a decent job, and the boys track coach decided he could handle both girls and boys as easily as only boys. If there were coaching clinics in various sports, maybe with the idea of organizing more activities for girls. This would benefit the women as well as maybe bringing back competitive girls athletics."

"Spotting potential physical education instructors while they are in high school and encouraging them to consider the physical education program could help produce better girls physical education instructors. Also, I think having played the game, whatever it is, is an advantage for a woman coach. She doesn't have to excel in all sports to be a good instructor. Women coaches, those in training, should be encouraged to be ladies at all times, and to refrain from cutting their hair in a masculine fashion and dressing and acting as a man. Enjoyed being a small part of your Masters Degree--Best of Luck."

"I just teach girls physical education. I am not interested in coaching interschool athletics."

"This is only my second year of teaching, but I feel I am very ill-prepared as far as coaching is concerned. I am learning through experience, but I feel a better background in college would certainly have been beneficial to the program."

"Very little offered for women in in-service training and clinics which would be most beneficial."

"I feel there should be a program set up specifically for this."

"More preparation in the undergraduate level. My alma mater started a coaching course offered to girls since my completion of undergraduate work. This I feel is a step in the right direction."

"More practical experience."

"I personally feel a man can get more out of a girl than a woman can. My coaching improved considerably in my second year, and I have more hopes of a better track team this year. I feel incapable inasmuch as I, as the only coach, have to keep everyone active so as to make the best use of our practice time. As a married woman with a family, I feel I have to devote a lot of time to coaching, whereas I would rather spend the time with my family."

"This is a really excellent idea for a thesis--good luck with it."

"A coaching minor required of all physical education majors."

"I feel there is a great need for women coaches that are not physical education majors or minors. This takes some of the load off the physical education teacher. If there were a coaching minor, or even a program to train for a specific sport this would help a lot."

"Being able to receive a minor in Physical Education without having to student teach in Physical Education."

"There are some things women coaches can't do--they should learn or be taught to accept the male in the profession for what he can contribute to our program. Maybe a seminar with men explaining the pitfalls of men's athletics would be worthwhile. Good luck."

"I feel that there should be more preparation for coaching in college that just a smattering of each sport or introduction to a sport--Many things we had never played before so couldn't become proficient to any large degree--in one quarter--meeting maybe once or twice a week. Speaking for myself, I'm sure I would have been better prepared to coach had I participated in many of the extra curricular sports and this was not widely encouraged at the time I attended college."

"For a woman to be a coach, one needs a competitive background in the particular area. It aids in understanding the finer points of the game. Interscholastic sports should be offered both at the high school and college level in all areas of sports, both individual and team. Women sports should have the same priority as boys or men."

"To be involved in some type of program while in high school or college."

"I think all women who are majoring in physical education should be made to compete in one or more team sports that is competitive in order to graduate."

"I think that girls who expect to coach someday should have a chance to participate competitively in that particular sport during her college days; first hand experience would be very valuable, although not absolutely necessary. Seems to me that if majors (and future coaches) were given a chance to be student aids to coaches in local high schools for a quarter or semester (for credit), they would be more aware of what they need to know and would also become more involved--it would make their course work much more meaningful."

These quotes sum up the frustration and feelings of inadequacy women coaches in North Dakota have been experiencing. They also indicate areas in which the undergraduate programs and the coaching profession for women could be greatly improved.

CHAPTER V

SUMMARY OF FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

The Problem

The purpose of this study was to determine the status of and the professional preparation of women who coach interscholastic athletics for girls in North Dakota.

Source of Data

A questionnaire was mailed to all women coaches in the State of North Dakota. The data on the questionnaire were tabulated and the information was placed in table form revealing the number of answers responding as it pertains to the total reporting population. The results of each table and the explanation of these results were discussed following each table. The detailed presentation of the data appears previously in Chapter IV.

Summary of the Findings

1. The data reveal that a substantial percentage (94.9) of the coaches polled received a Bachelor of Science Degree. This includes 90.0 percent of the Class A coaches, and 96.6 percent of the Class B coaches.

2. The data reveal that a very small percentage of the coaches (2.6) received a Master's Degree. Only 5.0 percent of the A coaches and only 1.7 percent of the B coaches hold a Master's Degree.

3. The data reveal that a majority (55.0 percent) earned their degree from 1968 to 1970. Class A coaches, 50.0 percent and Class B

coaches 56.7 percent earned their degree from 1968 to 1970.

4. The data reveal a substantial percentage (75.6) of those coaches polled have a major in Physical Education. Included are 95.0 percent of the A coaches, and 69.0 percent of the B coaches with a major in Physical Education.

5. The data reveal that 92.3 percent of the coaches are currently teaching Physical Education with 100.0 percent of the A coaches and 89.7 percent of the B coaches currently teaching Physical Education.

6. The data reveal that the greatest number (51.2 percent) of the coaches have taught Physical Education for two years or less. Thirty-five percent of those polled were A coaches, and 56.7 percent were B coaches.

7. The data reveal that a majority (87.9 percent) of the coaches polled, 100.0 percent of the A coaches, and 82.8 percent of the B coaches are currently coaching girls' athletics.

8. The data reveal that when asked if they desire to coach 80.0 percent of those coaches not currently coaching indicated they do not desire to coach. The 80.0 percent was received from the Class B coaches only.

9. Sixty percent of the coaches not currently coaching indicated they would coach if requested.

10. The data revealed that 35.6 percent of the coaches had one year or less of coaching, and 39.7 percent of the coaches had from two to three years of coaching. Included are 10.0 percent Class A coaches, and 20.6 percent Class B coaches with one year or less coaching and 65.0 percent A coaches, and 31.0 percent B coaches with two to three years coaching.

11. The data reveal that a substantial percentage (74.3) of the coaches polled do not have a woman assistant coach available. But 55.0 percent of the A coaches do have an assistant coach available, while 84.5 percent of the B coaches do not have a woman assistant coach.

12. The data reveal that 80.8 percent of the coaches 85.0 percent of the A coaches and 79.3 percent of the B coaches coach Track and Field. Twenty-six and nine-tenths percent of the coaches polled, 35.0 percent of the A coaches and 24.1 percent of the B coaches coach Gymnastics.

13. A majority, 71.8 percent of the coaches polled, 95.0 percent of the A coaches, and 63.8 percent of the B coaches polled, indicate they receive financial compensation for their coaching duties.

14. Of those coaches not receiving financial compensation for their coaching duties, 100.0 percent indicated that compensation should be provided.

15. Seventy and one-half percent of the coaches, 75.0 percent of the A coaches, and 69.0 percent of the B coaches indicated that men were not currently coaching girls' athletics in their school system.

16. Of those coaches responding yes, men are currently coaching girls athletics in their school system, 57.1 percent indicated that the reason was no available women for coaching. Sixty percent of the Class A coaches indicated there were other reasons for men coaching girls' athletics in their school system.

17. A substantial percentage (83.3) of the coaches polled, 100.0 percent of the A coaches, and 77.6 percent of the B coaches stated that their school competed in activities sponsored by the North Dakota High School Activities Association.

18. Seventy-eight and two-tenths percent of the coaches polled, 90.0 percent of the A coaches and 74.1 percent of the B coaches indicated they participated in the Women's Recreation Association as an undergraduate.

19. Twenty-one and eight-tenths percent of the coaches polled, 20.0 percent of the A coaches and 25.4 percent of the B coaches indicated they participated in inter-collegiate sports as an undergraduate.

20. The data reveal that the following courses were indicated by a majority of the coaches as being completed on the undergraduate level: Kinesiology (79.5 percent), Organization and Administration of Physical Education (74.4 percent), Theory of Team Sports (60.3 percent), Teaching Methods in Physical Education and Athletics (75.6 percent), First Aid (70.5 percent), History and Principles of Physical Education and Athletics (69.2 percent), Fundamentals of Public Speaking (69.2 percent), General Psychology (79.5 percent), Biology (80.8 percent), Theory of Track and Field (60.2 percent), and Theory of Tennis (55.1 percent).

21. The data reveal that the following courses were indicated by a majority of the coaches polled as being Very Essential and should be offered on the undergraduate level to prepare women to coach girls' athletics: Theory of Team Sports (52.6 percent), Teaching Methods in Physical Education and Athletics (57.7 percent), Prevention and Care of Athletic injuries (74.3 percent), First Aid (67.9 percent), Theory of Coaching (56.4 percent), Techniques of Officiating (55.1 percent), Theory of Track and Field (70.5 percent), Theory of Gymnastics (71.9 percent), Theory of Golf (66.7 percent), Theory of Tennis (67.9 percent), and Theory of Aquatics (61.5 percent).

22. The data reveal that the following courses were indicated by

a majority of the coaches polled as being Desirable as courses that should be offered to women on the undergraduate level to prepare them to coach girls' athletics: Psychology of Coaching (53.8 percent), Philosophy of Physical Education and Athletics (55.1 percent), History and Principles of Physical Education and Athletics (55.1 percent), Fundamentals of Public Speaking (50.0 percent), General Psychology (56.4 percent), Theory and Practice of Counseling (51.3 percent), and Biology (53.8 percent)

23. The data reveal that 56.4 percent of the coaches polled felt the course Chemistry was Non-Essential on the undergraduate level to prepare women to coach girls' athletics.

24. The data reveal that the following courses were indicated by a majority of the Class A coaches polled as being Very Essential and should be offered on the undergraduate level to prepare women to coach girls' athletics: Fundamentals of Human Movement (50.0 percent), Physiology of Exercise (55.0 percent), Organization and Administration of Athletics (60.0 percent), Theory of Team Sports (80.0 percent), Theory of Individual and Dual Sports (70.0 percent), Teaching Methods in Physical Education and Athletics (75.0 percent), Prevention and Care of Athletic Injuries (80.0 percent), First Aid (75.0 percent), Theory and Techniques of Coaching (85.0 percent), Medical Aspects of Coaching (55.0 percent), Techniques of Officiating (80.0 percent), Theory of Track and Field (85.0 percent), Theory of Gymnastics (85.0 percent), Theory of Golf (85.0 percent), Theory of Tennis (85.0 percent), and Theory of Aquatics (75.0 percent).

25. The data reveal the following as Desirable courses to be offered on the undergraduate level to prepare women to coach girls' athletics. The percentages indicated are those of Class A coaches: Kinesiology, (50.0

percent), Psychology of Coaching (50.0 percent), Philosophy of Physical Education and Athletics (65.0 percent), History and Principles of Physical Education and Athletics (70.0 percent), Fundamentals of Public Speaking (55.0 percent), General Psychology (60.0 percent), Theory and Practice of Counseling (55.0 percent), and Biology (55.0 percent).

26. The data reveal that a majority of the Class A coaches polled indicated the following courses as Non-Essential courses to be offered on the undergraduate level to prepare women to coach girls' athletics: Journalism (55.0 percent), Chemistry (50.0 percent), and Physics (50.0 percent).

27. The data reveal that the Class B coaches polled indicated the following courses as Very Essential, and should be offered to women on the undergraduate level to prepare them to coach girls' athletics: Teaching Methods in Physical Education and Athletics (51.7 percent), Prevention and Care of Athletic Injuries (72.4 percent), First Aid (65.5 percent), Theory of Track and Field (65.5 percent), Theory of Gymnastics (67.2 percent), Theory of Golf (60.3 percent), Theory of Tennis (62.1 percent), and Theory of Aquatics (56.9 percent).

28. The data reveal that the Class B coaches polled indicated the following as Desirable courses to be offered to women on the undergraduate level to prepare them to coach girls' athletics: Psychology of Coaching (55.1 percent), Philosophy of Physical Education and Athletics (51.7 percent), History and Principles of Physical Education and Athletics (50.0 percent), General Psychology (55.2 percent), Theory and Practice of Counseling (50.0 percent), and Biology (53.4 percent).

29. The data reveal that the Class B coaches participating in the survey indicated the following course as Non-Essential to be offered on the undergraduate level to prepare women for coaching girls' athletics: Chemistry (58.6 percent).

30. The data reveal that a minority (3.8 percent) of the coaches polled indicated their undergraduate program Superior in generally preparing them to coach. And only 16.7 percent rated their program as Above Average, 33.3 percent rated their program as Average while 24.3 percent indicated a Fair rating and 11.5 indicated an Inferior rating. The greatest number, although not a majority, was 30.0 percent of the A coaches rated their program as Fair, and 36.2 percent of the B coaches rated their program as Average.

31. The coaches polled indicated their undergraduate program in preparation for organizing an athletic program was 5.1 percent, Superior; 28.2 percent Above Average; 32.9 percent Average, 15.4 percent, Fair; and 7.7 percent rated Inferior. Although 50.0 percent of the A coaches rated their program Above Average, and 36.2 percent of the B coaches rated their program Average.

32. In preparation for prevention and care of athletic injuries 2.6 percent of the coaches polled rated their undergraduate program as Superior, 15.4 rated their program Above Average, 25.7 percent rated their program Average, 20.5 rated their program Fair, and 25.7 percent rated their program Inferior. Thirty percent of the A coaches polled rated their program Inferior, an additional 25.0 percent indicated an Average rating, and 27.5 percent of the B coaches indicated their program was Average, with an additional 24.1 percent rating their program Inferior.

33. The data reveal that the coaches polled rated their undergraduate program in knowledge and techniques of coaching as: 3.8 percent Superior, 12.8 percent Above Average, 20.5 percent Average, 25.6 percent Fair, and 25.6 percent Inferior. Fifty percent of the A coaches rated their program Inferior, and 25.9 percent of the B coaches rated their program as Average and Fair.

34. The coaches polled rated their undergraduate program in training and conditioning for specific sports as: 3.8 percent, Superior; 11.5 percent, Above Average; 32.0 percent, Average; 20.5 percent, Fair; and 21.8 percent Inferior. Although not a majority, 40.0 percent of the A coaches rated their program Average, and 29.3 percent of the B coaches also rated their program Average.

35. The data reveal that the coaches polled rated their undergraduate program in counseling and understanding of personal problems as: 2.6 percent, Superior; 14.1 percent, Above Average; 39.7 percent, Average; 12.8 percent, Fair; and 20.5 percent Inferior. Thirty-five percent of the A coaches and 41.4 percent of the B coaches rated their program as Average.

36. A majority (70.5 percent) of the coaches polled indicated that a coaching major or minor should be offered at the undergraduate level to prepare women for coaching girls' athletics.

37. The data reveal that 6.4 percent of the coaches polled indicated that their knowledge and success as a coach was gained through the undergraduate program whereas 37.2 percent indicated their success was gained through experience only, and 38.5 percent indicated their knowledge and success was gained through the undergraduate program and years of experience. A majority (65.0 percent) of the A coaches indicated

their knowledge and success was gained through experience only.

38. The majority (83.3 percent) of the coaches polled indicated that men coaches were helpful.

39. The data reveal that a majority (82.0 percent) of the coaches polled indicated that the men's help is beneficial.

40. A majority (85.9 percent) of the coaches polled indicated that coaching clinics should be sponsored for women coaches.

41. The data revealed that a majority (82.0 percent) of the coaches polled indicated that coaching clinics should be conducted by qualified men and qualified women in the field.

42. A majority (66.7 percent) of the coaches polled indicated that in-service training by men in their school system is beneficial.

43. The coaches polled indicated they improved themselves professionally by: Readings in the Field, 74.4 percent, Professional Organizations, 35.6 percent, Coaching Magazines, 29.5 percent, In-service Training, 25.6 percent, Coaching Clinics, 39.7 percent.

44. Comments received by the writer indicated several areas in which the undergraduate program could be improved. Several coaches indicated that undergraduate experience as a competitor could improve the preparation, as well as experience as a coach during the college career. Some coaches commented that an undergraduate major or minor should be offered for women. Others indicated a general strengthening of the undergraduate program in regards to more coaching techniques and fundamentals as well as officiating. One coach commented that women coaches need to learn to get along with men coaches in the field, and to use their help and knowledge to improve the girls' program. Another coach commented

that women who desire to coach should not be required to do student teaching in the Physical Education field.

Conclusions

Within the limitations of this study the following conclusions were made:

1. A majority of the coaches are young women, with a Bachelor's Degree in Physical Education who are currently teaching physical education and coaching girls' interscholastic athletics.
2. The coaches indicated a need for more practical experience in coaching at the undergraduate level, and the need for more courses directly related to coaching techniques, training, injury prevention, and organization.
3. A majority of the coaches polled indicated that their undergraduate program did not adequately prepare them in the many and varied aspects of coaching.
4. The survey indicated a lack of professional advancement on the part of women coaches, but that they do seek and receive the help of men coaches.
5. The coaches polled indicated a need for direct competitive experience on the part of the prospective coach, and also some pre-coaching experience at the undergraduate level.

Implications

Based upon the findings of this study the following implications seem warranted by the investigator.

1. There is a definite lack of advanced study beyond the

Bachelor's degree and in professional advancement which appears to imply that the women coaches are unwilling to keep abreast of current developments and changes in the field of coaching.

2. There is a need for curriculum revision at the undergraduate level. The coaches indicated a rejection of traditional Physical Education courses and indicated a need for more specific coaching courses relating to girls' athletics. In addition, a need was expressed for more direct competition on the part of the future coach. The coaches appeared to prefer those courses which have a definite relationship to specific sports.

3. There is still a demand for women coaches, as a number of the schools surveyed still employed a male as head coach or as an assistant coach of girls' athletics.

Recommendations for Further Research

There should be studies to determine the availability of women for coaching, and also if those coaches who participated in inter-collegiate sports on the undergraduate level are more successful than those who did not participate as an undergraduate.

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APPENDIX A

A SURVEY OF THE PROFESSIONAL PREPARATION OF WOMEN FOR COACHING

INTERSCHOLASTIC ATHLETICS FOR GIRLS IN NORTH DAKOTA

(Male coaches please return the questionnaire unanswered)

Directions: Please check the correct answer for each statement

PRESENT STATUS

1. Check degrees earned and state year conferred.

<input type="checkbox"/> B.A.	<input type="checkbox"/> Year
<input type="checkbox"/> B.S.	<input type="checkbox"/> Year
<input type="checkbox"/> M.S.	<input type="checkbox"/> Year
<input type="checkbox"/> M. Ed.	<input type="checkbox"/> Year
<input type="checkbox"/> Other	<input type="checkbox"/> Specify
2. Physical Education was your?
☐ Major
☐ Minor
3. Are you currently teaching Physical Education?
☐ Yes
☐ No
4. How many years have you taught Physical Education?

5. Are you currently coaching girls athletics?
☐ Yes
☐ No
6. If not, do you desire to coach girls athletics?
☐ Yes
☐ No
7. If the answer to number 6 is no, would you coach girls athletics if so requested by your school board?
☐ Yes
☐ No

IF THE ANSWERS TO NUMBERS 5, 6 AND 7 ARE NO, PLEASE DO NOT ANSWER THE FOLLOWING QUESTIONS. RETURN THE QUESTIONNAIRE AS ANSWERED ABOVE.

8. How many years have you coached girls athletics?

9. Is there a woman assistant, or another woman coach in your school system?
 ___ Yes
 ___ No
10. Which of the following sports do you coach?
 ___ Track and Field
 ___ Gymnastics
 ___ Tennis
 ___ Golf
 ___ Aquatics
11. Does your school provide financial compensation for your coaching duties?
 ___ Yes
 ___ No
12. If not, do you feel it should?
 ___ Yes
 ___ No
13. Are there any men in your school system who are currently coaching girls athletics?
 ___ Yes
 ___ No
14. If so, why?
 ___ No qualified women coaches available
 ___ Non-interest on part of women staff members
 ___ Others Specify _____
15. Does your school compete in the North Dakota High School Activities Association sponsored athletic program for girls?
 ___ Yes
 ___ No

PROFESSIONAL PREPARATION

16. Which of the following did you participate in as an under-graduate?
 ___ W. R. A.
 ___ Intra-Murals
 ___ Inter-collegiate Athletics
 ___ Sports Clubs, Specify _____
17. Check the courses which you completed on the under-graduate level.
 ___ Fundamentals of Human Movement
 ___ Kinesiology
 ___ Physiology of Exercise
 ___ Organization and Administration of Physical Education
 ___ Organization and Administration of Athletics
 ___ Theory of Team Sports
 ___ Theory of Individual and Dual Sports

- _____ Teaching Methods in Physical Education and Athletics
- _____ Psychology of Coaching
- _____ Prevention and Care of Athletic Injuries
- _____ First Aid
- _____ Philosophy of Physical Education and Athletics
- _____ History and Principles of Physical Education and Athletics
- _____ Administration of Extra-curricular or Co-curricular Activities
- _____ Theory and Techniques of Coaching
- _____ Journalism
- _____ Fundamentals of Public Speaking
- _____ Medical Aspects of Athletic Coaching
- _____ Techniques of Officiating
- _____ General Psychology
- _____ Biology
- _____ Chemistry
- _____ Physics
- _____ Theory of Track and Field
- _____ Theory of Gymnastics
- _____ Theory of Golf
- _____ Theory of Tennis
- _____ Theory of Aquatics

18. Circle as VERY ESSENTIAL, DESIRABLE, or NON-ESSENTIAL the courses that should be offered to women on the under-graduate level to prepare them to coach girls athletics.

- | | | | |
|----|---|----|--|
| VE | D | NE | Fundamentals of Human Movement |
| VE | D | NE | Kinesiology |
| VE | D | NE | Physiology of Exercise |
| VE | D | NE | Organ. and Admin. of Physical Education |
| VE | D | NE | Organ. and Admin. of Athletics |
| VE | D | NE | Theory of Team Sports |
| VE | D | NE | Theory of Individual and Dual Sports |
| VE | D | NE | Teaching Methods in Physical Education and Athletics |
| VE | D | NE | Psychology of Coaching |
| VE | D | NE | Prevention and Care of Athletic Injuries |
| VE | D | NE | First Aid |
| VE | D | NE | Philosophy of Physical Education and Athletics |
| VE | D | NE | History & Principles of Physical Education & Athletics |
| VE | D | NE | Admin. of Extra-Curricular or Co-curricular Activities |
| VE | D | NE | Theory and Techniques of Coaching |
| VE | D | NE | Journalism |
| VE | D | NE | Fundamentals of Public Speaking |
| VE | D | NE | Medical Aspects of Athletic Coaching |
| VE | D | NE | Techniques of Officiating |
| VE | D | NE | General Psychology |
| VE | D | NE | Theory and Practice of Counseling |
| VE | D | NE | Biology |
| VE | D | NE | Chemistry |
| VE | D | NE | Physics |

VE D NE Theory of Track and Field
VE D NE Theory of Gymnastics
VE D NE Theory of Golf
VE D NE Theory of Tennis
VE D NE Theory of Aquatics

19. Please list any other courses you feel should be offered to women on the under-graduate level to prepare them to coach girls athletics.

20. Rate your total under-graduate program as it generally prepared you for coaching girls athletics.

____ Superior
____ Above Average
____ Average
____ Fair
____ Inferior

21. Rate your under-graduate program as it prepared you to organize and conduct an athletic program for girls.

____ Superior
____ Above Average
____ Average
____ Fair
____ Inferior

22. Rate your under-graduate program as it prepared you in prevention and care of athletic injuries.

____ Superior
____ Above Average
____ Average
____ Fair
____ Inferior

23. Rate your under-graduate program as it prepared you in knowledge and techniques of coaching.

____ Superior
____ Above Average
____ Average
____ Fair
____ Inferior

24. Rate your under-graduate program as it prepared you in the theory and techniques of training and conditioning for specific sports for girls.
- ☐ Superior
 - ☐ Above Average
 - ☐ Average
 - ☐ Fair
 - ☐ Inferior
25. Rate your under-graduate program as it prepared you in counseling, knowledge and understanding of personal problems of female athletes.
- ☐ Superior
 - ☐ Above Average
 - ☐ Average
 - ☐ Fair
 - ☐ Inferior
26. Should a coaching major or minor be offered to women in the under-graduate curriculum?
- ☐ Yes
 - ☐ No
27. Do you feel the majority of your knowledge and success as a coach was gained through the,
- ☐ Under-graduate program only
 - ☐ Experience and years of coaching only
 - ☐ Both
28. Do you feel free to ask the male coaches in your school system for help in coaching techniques and methods?
- ☐ Yes
 - ☐ No
29. If yes, do you feel their help is beneficial to the girls sports program?
- ☐ Yes
 - ☐ No
30. Do you feel coaching clinics should be sponsored for women coaches of inter-scholastic girls athletics?
- ☐ Yes
 - ☐ No
31. If yes, who should conduct the clinics?
- ☐ Qualified women coaches
 - ☐ Qualified men coaches
 - ☐ Combination of qualified men and women coaches
32. Do you feel that in-service training conducted by men coaches in your school system would be beneficial?
- ☐ Yes
 - ☐ No

33. What do you do to improve yourself professionally as a coach?

- ☐ Readings in the field
- ☐ Membership in professional organizations
- ☐ Coaching Magazines
- ☐ In-service training
- ☐ Coaching clinics
- ☐ Others, Specify _____

34. Make any comments you feel would be beneficial to the preparation of women coaches.

APPENDIX B

October 1, 1970

Department of Physical Education

Dear Coach:

I would like to take a few minutes of your very valuable time and have you fill out a questionnaire which I feel is of great importance to all of us engaged in coaching girls athletics.

As a graduate student in Physical Education at South Dakota State University, Brookings, South Dakota, I am endeavoring to complete a study for the Master of Science Degree. My thesis title is "The Professional Preparation of Women for Coaching Interscholastic Athletics for Girls in North Dakota."

In an attempt to determine the status of the professional preparation of women coaches, its strengths and weaknesses, I have prepared a questionnaire which has been sent to all women coaches in North Dakota. It is my hope that you, realizing the importance of this study will find time during your busy schedule to participate in this study.

A stamped self-addressed envelope is enclosed for your use. Please return the questionnaire as quickly as possible. A prompt reply will be greatly appreciated.

Sincerely yours,

Julie A. Schauer
Graduate Student
South Dakota State University
Department of HPER
Brookings, South Dakota

All replies should be returned to my home address:

609 4th Ave. S. E.
Jamestown, North Dakota 58401

This individual research study has been approved by the Health, Physical Education and Recreation Department at South Dakota State University. I would appreciate any assistance you can give Mrs. Schauer.

Glenn E. Robinson

Coordinator, Graduate Program
Department of HPER
South Dakota State University
Brookings, South Dakota

APPENDIX C

School	City and State
Adams High School	Adams, North Dakota
Antler High School	Antler, North Dakota
Argusville High School	Argusville, North Dakota
Ashley High School	Ashley, North Dakota
Balfour High School	Balfour, North Dakota
Balta High School	Balta, North Dakota
Beach High School	Beach, North Dakota
Belcourt, Turtle Mountain Community High School	Belcourt, North Dakota
Belfield High School	Belfield, North Dakota
Berthold High School	Berthold, North Dakota
Beulah High School	Beulah, North Dakota
Bisbee High School	Bisbee, North Dakota
Bismarck High School	Bismarck, North Dakota
Bismarck St. Marys High School	Bismarck, North Dakota
Bottineau High School	Bottineau, North Dakota
Bowbells High School	Bowbells, North Dakota
Bowman High School	Bowman, North Dakota
Buchanan High School	Buchanan, North Dakota
Buffalo High School	Buffalo, North Dakota
Buxton, Central Valley High School	Buxton, North Dakota
Calvin, Border Central High School	Calvin, North Dakota
Cande High School	Cande, North Dakota
Carpie High School	Carpie, North Dakota
Carrington High School	Carrington, North Dakota
Casselton, Central Cass High School	Casselton, North Dakota
Cathay High School	Cathay, North Dakota
Churchs Ferry High School	Churchs Ferry, North Dakota
Colfax, Richland High School	Colfax, North Dakota
Cooperstown High School	Cooperstown, North Dakota
Courtenay High School	Courtenay, North Dakota
Crary High School	Crary, North Dakota
Crosby High School	Crosby, North Dakota
Des Lacs, United High School	Des Lacs, North Dakota
Devils Lake, St. Marys High School	Devils Lake, North Dakota
Devils Lake, School for Deaf High School	Devils Lake, North Dakota
Dickey High School	Dickey, North Dakota
Dickinson High School	Dickinson, North Dakota
Dickinson Trinity High School	Dickinson, North Dakota
Drake High School	Drake, North Dakota
Drayton High School	Drayton, North Dakota

Driscoll High School
 Edgeley High School
 Edinburg High School
 Egeland High School
 Elgin High School
 Ellendale High School
 Esmond High School
 Fairmount High School
 Fargo, North High School
 Fargo, South High School
 Fargo, Shanley High School
 Fargo, Oak Grove High School
 Fessenden High School
 Finley High School
 Flasher High School
 Forbes High School
 Fordville High School
 Forman Sargent Central High School
 Fullerton High School
 Gackle High School
 Galesburg High School
 Garrison High School
 Glenburn High School
 Glenfield-Sutton High School
 Glen Ullin High School
 Goodrich High School
 Grace City High School
 Grand Forks Central High School
 Grand Forks Red River High School
 Grandin High School
 Granville High School
 Guelph High School
 Gwinner, North Sargent High School
 Hague High School
 Hankinson High School
 Hatton High School
 Hebron High School
 Hettinger High School
 Hillsboro High School
 Hope High School
 Hurdsfield High School
 Inkster, Midway High School
 Jamestown High School
 Jud High School
 Karlsruhe High School
 Kenmare High School
 Kensal High School
 Kindred High School
 Lakota High School

Driscoll, North Dakota
 Edgeley, North Dakota
 Edinburg, North Dakota
 Egeland, North Dakota
 Elgin, North Dakota
 Ellendale, North Dakota
 Esmond, North Dakota
 Fairmount, North Dakota
 Fargo, North Dakota
 Fargo, North Dakota
 Fargo, North Dakota
 Fargo, North Dakota
 Fargo, North Dakota
 Fessenden, North Dakota
 Finley, North Dakota
 Flasher, North Dakota
 Forbes, North Dakota
 Fordville, North Dakota
 Forman, North Dakota
 Fullerton, North Dakota
 Gackle, North Dakota
 Galesburg, North Dakota
 Garrison, North Dakota
 Glenburn, North Dakota
 Glenfield, North Dakota
 Glen Ullin, North Dakota
 Goodrich, North Dakota
 Grace City, North Dakota
 Grand Forks, North Dakota
 Grand Forks, North Dakota
 Grandin, North Dakota
 Granville, North Dakota
 Guelph, North Dakota
 Gwinner, North Dakota
 Hague, North Dakota
 Hankinson, North Dakota
 Hatton, North Dakota
 Hebron, North Dakota
 Hettinger, North Dakota
 Hillsboro, North Dakota
 Hope, North Dakota
 Hurdsfield, North Dakota
 Inkster, North Dakota
 Jamestown, North Dakota
 Jud, North Dakota
 Karlsruhe, North Dakota
 Kenmare, North Dakota
 Kensal, North Dakota
 Kindred, North Dakota
 Lakota, North Dakota

LaMoure High School
 Langdon High School
 Lankin High School
 Larimore High School
 Leeds High School
 Leonard High School
 Lidgerwood High School
 Lignite, Burke Central High School
 Linton High School
 Litchville High School
 Luverne High School
 McHenry High School
 McVillage High School
 Maddock High School
 Mandan High School
 Mapleton High School
 Marion High School
 Max High School
 Mayville High School
 Medina High School
 Michigan High School
 Minnewaukan High School
 Minot Ryan High School
 Minot High School
 Mohall High School
 Monango High School
 Montpelier High School
 Neche High School
 New England St. Marys High School
 New Leipzig High School
 New Rockford High School
 New Rockford St. James High School
 New Salem High School
 New Town High School
 Northwood High School
 Oakes High School
 Oriska High School
 Page High School
 Park River, Walsh Co. Ag. High School
 Parshall High School
 Pembina High School
 Pettibone High School
 Pisek High School
 Portland High School
 Raleigh St. Gertrudes High School
 Regent High School
 Richardton High School
 Riverdale High School
 Robinson High School

LaMoure, North Dakota
 Langdon, North Dakota
 Lankin, North Dakota
 Larimore, North Dakota
 Leeds, North Dakota
 Leonard, North Dakota
 Lidgerwood, North Dakota
 Lignite, North Dakota
 Linton, North Dakota
 Litchville, North Dakota
 Luverne, North Dakota
 McHenry, North Dakota
 McVillage, North Dakota
 Maddock, North Dakota
 Mandan, North Dakota
 Mapleton, North Dakota
 Marion, North Dakota
 Max, North Dakota
 Mayville, North Dakota
 Medina, North Dakota
 Michigan, North Dakota
 Minnewaukan, North Dakota
 Minot, North Dakota
 Minot, North Dakota
 Mohall, North Dakota
 Monango, North Dakota
 Montpelier, North Dakota
 Neche, North Dakota
 New England, North Dakota
 New Leipzig, North Dakota
 New Rockford, North Dakota
 New Rockford, North Dakota
 New Salem, North Dakota
 New Town, North Dakota
 Northwood, North Dakota
 Oakes, North Dakota
 Oriska, North Dakota
 Page, North Dakota
 Park River, North Dakota
 Parshall, North Dakota
 Pembina, North Dakota
 Pettibone, North Dakota
 Pisek, North Dakota
 Portland, North Dakota
 Raleigh, North Dakota
 Regent, North Dakota
 Richardton, North Dakota
 Riverdale, North Dakota
 Robinson, North Dakota

Rock Lake High School
 Rogers, North Central High School
 Rolla High School
 Rugby High School
 St. Thomas High School
 Scranton High School
 Sheldon High School
 Sherwood High School
 Sheyenne High School
 Souris High School
 South Heart High School
 Starkweather High School
 Strasburg High School
 Streeter High School
 Sykeston High School
 Taylor High School
 Tioga High School
 Towner High School
 Trenton High School
 Turtle Lake High School
 Tuttle High School
 Underwood High School
 Valley City High School

Rock Lake, North Dakota
 Rogers, North Dakota
 Rolla, North Dakota
 Rugby, North Dakota
 St. Thomas North Dakota
 Scranton, North Dakota
 Sheldon, North Dakota
 Sherwood, North Dakota
 Sheyenne, North Dakota
 Souris, North Dakota
 South Heart, North Dakota
 Starkweather, North Dakota
 Strasburg, North Dakota
 Streeter, North Dakota
 Sykeston, North Dakota
 Taylor, North Dakota
 Tioga, North Dakota
 Towner, North Dakota
 Trenton, North Dakota
 Turtle Lake, North Dakota
 Tuttle, North Dakota
 Underwood, North Dakota
 Valley City, North Dakota

APPENDIX D

November 17, 1970

Dear Coach:

Sometime ago all women coaches of high school girls athletics were mailed a questionnaire concerning the status of the professional preparation of women coaches for coaching girls athletics in the state of North Dakota. The questionnaires were to be completed and returned to me. To date, 74% of the questionnaires have been returned.

If you have misplaced the original or did not receive one, please find another copy of the questionnaire enclosed to be completed by you.

The validity of my research is dependent on the percentage of returns that I receive. Therefore, it is essential that all questionnaires be returned. Will you please take a few minutes of your time and fill out the enclosed questionnaire? A self addressed envelope is enclosed for your convenience in mailing the questionnaire.

If your questionnaire is now in the mail, please disregard this letter. Thank you.

Sincerely yours,

Julie Schauer
Graduate Student
South Dakota State University
Department of HPER
Brookings, South Dakota

All replies should be returned to my home address:

609 4th Ave. S. E.
Jamestown, North Dakota 58401